

Speech Therapy Intervention Using The Word and Phrase Level of Training Method in Children with Intellectual Disabilities-Dyslogia: A Single Case Study

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Abstract

Background: Intellectual developmental delays, previously known as mental retardation, are brain development conditions that affect an individual's ability to think, learn, and function independently. The ability of a dyslogia child with mental retardation, currently known as intellectual disability, to name the word level of nouns can improve expressive language skills, and which are part of verbal communication.

Objective: This study can measure the increase in expressive language in terms of naming the word level after being given therapy treatment for 10 sessions.

Method: Using a single-subject quasi-experiment, using the A1-B-A2 design. Where A1 is the initial condition without intervention, B is the intervention and A2 is the post-intervention condition using the word and phrase level of training method. Before and after treatment in children with mental retardation disorders, 10 meetings were held.

Results: The assessment after speech therapy intervention using the word and phrase level of training method for 10 sessions showed an increase in expressive language skills at the word level by naming pictures.

Conclusion: The client is able to improve the ability to name the word level

Suggestion: Further research is still needed to see the ability to name the word level

Keywords: Word and phrase, Naming, Intellectual Disability

INTRODUCTION

Intellectual disability is a developmental condition that emerges from an early age and is characterized by significant limitations in intellectual function and adaptive skills. Intellectual disability is a neurodevelopmental condition that affects function in two domains: Cognitive functions, such as learning, problem-solving, and judgment. Adaptive functioning, as well as activities of daily living, such as communication skills, and social participation. In addition, adaptive and intellectual deficits begin in early development, usually before the age of 18. (1) Intellectual disability, also known as intellectual developmental disorder, is a disorder that appears during a specific period of development and includes a decline in intellectual function and adaptation in the conceptual, social, and practical fields. A. Deficiencies in intellectual functions such as reasoning, problem-solving, planning, abstracting thoughts, assessment, academic learning, and learning from experience, all must be met. These shortcomings must be validated with standardized and individualized intelligence tests. B. Lack of adaptive function leads to an inability to meet developmental and sociocultural standards for personal independence and social responsibility. Without ongoing support, adaptive deficits limit functioning in one or more activities of daily living, such as communication, social participation, and independent living, in a variety of settings, such as home, school, workplace, and community. C. The emergence of intelligence deficits and adaptability during development. (1)

Intellectual disability occurs in about 1% of the population, and about 85% of the population has mild intellectual disability. In high-income countries, 2-3% of children have intellectual disabilities. According to the American Psychiatric Association (APA, 2013), intellectual disabilities affect various aspects of cognitive, social, and adaptive development that require special attention in the context of education and therapy (APA, 2013). Children with intellectual disabilities experience difficulties in acquiring and using language effectively, which can affect their social interactions, academic learning, and quality of daily life (Schalock et al., 2021). Children with intellectual disabilities often experience delays in their expressive language development compared to children of their typical age, which can affect their ability to interact with their surroundings and to participate in academic and social activities (Brady et al., 2020). (2) (WHO, 2019). According to Schuit, et al (2011) stated that children with intellectual disabilities who have nonverbal intelligence can predict working phonological memory, vocabulary, and syntax. (3) According to the American Psychiatric Association (APA, 2013), this disorder is characterized by intellectual functioning that looks significantly lower than average, affecting various aspects of the individual's daily life and learning (APA, 2013). This disorder is one of the most common neurodevelopmental conditions, with a prevalence estimated to reach 1-3% of the global population (Maulik et al., 2011). Based on data from the Central Statistics Center (8.56% of people with disabilities who are 10 years old). (4) According to the Ministry of Health, in 2023 the prevalence of children with mental retardation in Indonesia is estimated at 1-3% of the total population of Indonesia experiencing mental retardation or around 6.6 million people, of which 2.8% are children affected by severe mental retardation, 2.6% are moderately severe mental retardation, and 3.5% of children with mild or weak mental retardation and the rest are stupid children 2.5%. (5)

The language aspect is divided into two types: receptive and expressive. Receptive language refers to a person's ability to understand language, both orally and in writing. Receptive language is important in the process of learning a language and in communicating with others, as a good

understanding allows a person to follow conversations, understand instructions, and get information from a variety of sources. Expressive language refers to a person's ability to express their thoughts, feelings, and ideas through language, whether orally or in writing. (3) Speaking: Expressing ideas and feelings verbally through speech. Writing: Communicating ideas and information through written text. Non-Verbal Communication: Using gestures, facial expressions, and body language as part of communication. This expressive language is important in social interaction because it allows a person to share thoughts, make requests, give instructions, and convey feelings. It is an important component in communication that involves the ability to construct words and phrases to convey a message to others. Language includes receptive language (comprehension) and expressive language (the ability to convey information, feelings, thoughts, and ideas). The following are some of the language disorders that occur in children, one of which is, as follows: (6)

Table 1. Speech and Language Problems in Children

Disorder	Clinical findings and comments	Treatment and prognosis
Receptive Language Disorder	Speech is delayed. Children have normal comprehension, intelligence, hearing, emotional relationships, and articulation skills. Expressive language disorder is difficult to distinguish at an early age from the more common developmental speech and language delay	Active intervention is necessary because this disorder is not self-correcting. Speech-language therapy interventions are effective. Parent-provided therapy under the guidance of a clinician is as effective as clinician-provided therapy. Interventions lasting longer than eight weeks may be more effective than those lasting less than eight weeks.1
Expressive Language Disorders	Speech is delayed, sparse, agrammatic, and indistinct in articulation. Children may not look at or point to objects or persons named by parents (demonstrating a deficit in comprehension).	The effect of speech-language therapy is much smaller than it is for other groups. Parent-provided therapy under the guidance of a clinician is as effective as clinician-provided therapy. Interventions lasting longer than eight weeks may be more effective than those lasting less than

	Children have normal responses to nonverbal auditory stimulus.	eight weeks. It is rare for these children to develop normal oral language capacity
Intellectual disability	Speech is delayed. Use of gestures is delayed, and there is a generalized delay in all aspects of developmental milestones. Children may not look at or point to objects or persons named by parents (demonstrating a deficit in comprehension).	Children should be referred for developmental evaluation. This may include referral to a tertiary-level child development center that can provide interdisciplinary evaluations (including speech-language therapy and audiology). Referral should include consultation with a medical geneticist to aid in diagnosing the cause of the intellectual disability (6)

Word and Phrase level of Training

"Initially, select grammatical morphemes that can be trained in phrases, as there are syntactically simpler and presumably easier for the child, select the regular plural inflections s (e.g., two books, blue blocks, three cats, green plants) and plural z (e.g., four bags, two dogs, red balls, long trains) for the initial training; other morphemes in phrases include the irregular plurals (two women, big men, white teeth, big feet); prepositions on (on the tale, on the table) and in (e.g., in the hat, in the box); possessive inflection (e.g., mommy's hat, doggie's tail) and so forth. (7)

Means:

"Initially, choose grammatical morphemes that can be trained in phrases, as these are syntactically simpler and may be easier for the child; choose the regular plural inflection S (e.g., two books, blue block, three cats, green plants) and the plural Z (e.g., four bags of two dogs, red ball, long train) for initial training; Other morphemes in irregular plural phrases (two women, large male, white teeth, large legs); prepositions on top (on the table, in bed) and in (for example, in a hat, in a box) ; possessive inflections (e.g., mommy hats, dog tails) and so on."

Method Steps:

1. place a stimulus picture or object in front of the child
2. ask a question to evoke the target response (e.g., “Johnny, what is this?”)
3. model the response (“Johnny, say sock.”)
4. positively reinforce the correctly imitated response; accept an approximation of the correct response
5. if the child gave a wrong response, give corrective feedback by saying ‘No, that is not correct; it is a sock, not a.’
6. if the child did not say anything, just move on to the next trial
7. move the stimulus picture or item toward you to signal the end of a trial
8. record the child’s response on the recording sheet (correct, incorrect, or no response)
9. wait for a few seconds, draw the child’s attention, and present the next trial
10. when the child correctly imitates the target word on 5 consecutive trials, stop modeling and present evoked trials
11. follow the same procedure as before: present the stimulus, ask the question (“What is this?”), but do not model the response reinforce the correct response and give corrective feedback for the wrong response. (7)

METHOD

The research uses a qualitative approach of pretest-posttest design experimental design, and with Single Subject Research. Single Subject Research is an experimental study designed to test behavior and evaluate interventions on subject behavior through repeated assessments over a specified period of time. The results of the variable assessment will be compared on the pre-intervention condition with the post-intervention condition. (8)

The researcher assessed expressive language skills by naming the word level as many as 5 picture cards during 10 therapy meeting sessions with a duration of 30 minutes.

PARTICIPANT

The subject of the study was IK, a 10-year-old girl. The research subjects were selected using the purposive sampling technique. The criteria for the subject of the study are that there are limitations in expressive language skills in the form of naming word levels. The instruments used to obtain the collected data were obtained through interviews, observations, and tests.

CASE DESCRIPTION

IK, a 10-year-old girl, experienced limitations in spoken language, and the client's language ability at subdomain stage 2, which means that expressive language exists and begins to speak at the level of familiar words, verb types or nouns. Considering the modality of expressive ability that is still minimal, it has begun to speak at the word level with not too many vocabulary modalities. The client seems to understand the function of the objects around him, but the client is unable to tell the name of the object. So in order to improve the expressive ability of the client at the word level with the noun category in Bahasa Indonesia, in order to be able to improve the ability in expressive language by naming a picture card with a word level of 5 images, namely piring, sendok, sandal, sepatu dan celana that are expected to be familiar to the client.

The results of the observation of expressive language were obtained that the client said mau", "kak", "kak ikut" "apa?". Based on the test with the author, the client could not answer the question "di mana kamu tinggal?", the client could not compose a sentence from some of the words that the writer gave. When asked to name a picture card in the verb category, the client only names with one word, such as the card "ibu memasak sayur", the client only answers "masak" the author asks "masak apa?", the client answers "mamam", "ibu mencuci baju", the client only answers "cuci", "ibu mengangkat baju", the client answers "kaian", "ibu membuat susu", the client only answers "su". When asked to name a card with a picture of "burung", the client did not respond. When clients are asked mau makan apa? The client replied "roti". When the client wants to borrow a card, the client only calls "brother" and points to the card, when the author asks the client to say "kakak, pinjam kartu

" the client only says "pinjam", when the author asks "mau berapa kartu?" the client answers "satu". Then when the author asked "kemaarin kamu pergi kemana?" the client answered "main", "dengan siapa?" the client answered "mama".

HANDLING

A. Therapeutic goals

The intervention given to the client aims to be able to improve expressive language skills at the word level by naming picture cards in the noun category Bahasa Indonesia as many as 5 items.

B. Therapy materials.

Therapy materials are given to clients naming the word level with the media of pictures and real objects namely: piring, sendok, sandals, sepatu and celana . Therapy will be given with a frequency of 10 times, a duration of 30 minutes per session.

C. Scoring criteria

The initial test will be carried out before being given intervention or therapy, while the final test will be carried out after being given an intervention of 10 meeting sessions.

With response criteria, it is able to name picture cards according to the stimulus without any speech sound errors and can be understood.

The success rate is determined by reducing the score before therapy (pretest) with after therapy (posttest), with the condition that success is 3 1/2-5 points declared successful, the increase between the initial test and the final test of 1 1/2-3 points is quite successful, and the score of 0-1 is declared unsuccessful.

D. Results and discussion

Implementation of Therapy

Core Activities :

Session 1

- 1) The author shows a picture card in the form of a noun, namely "piring "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /piring / try to follow /piring /.

Response: client when mimicking /piring / by mentioning /eyin/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "piring ". Then the author asked The client imitates the author's remarks /piring /.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . Client imitates the author's remarks /eyin/

- 5). The author said /piring /. The author said again /piring , let's follow the piring /

The client's response is that the client does not respond. Then the author corrects the client to name The word level is /piring/ and the client says /eyin/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs.

Session 2

- 1). The author shows a picture card in the form of a noun, namely "piring "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /piring / try to follow /piring /.

Response: client when mimicking /piring / by mentioning /eyin/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "piring ". Then the author asked The client imitates the author's remarks /piring /.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . Client imitates the author's remarks /eyin/

- 5). The author said /piring /. The author said again /piring , let's follow the piring /
The client's response is that the client does not respond. Then the author corrects the client to name The word level is /piring / and the client says /eyin/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 3

- 1). The author shows a picture card in the form of a noun, namely "sendok "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /sendok /

Response: client when imitating /sendok // by saying /edok/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "sendok ". Then the author asked The client imitates the author's words /edok/.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . The client imitates the words of the writer /edok/

- 5). The author says /sendok /. The author says again /sendok let's follow the sendok /

The client's response is that the client does not respond. Then the author corrects the client

to name The word level is /sendok / and the client says /edok/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 4

- 1). The author shows a picture card in the form of a noun, namely "sendok "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /sendok /

Response: client when imitating /sendok // by saying /edok/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "sendok ". Then the author asked The client imitates the author's words /edok/.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . The client imitates the words of the writer /edok/

- 5). The author says /sendok /. The author says again /sendok let's follow the sendok /

The client's response is that the client does not respond. Then the author corrects the client to name The word level is /sendok / and the client says /edok/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 5

- 1). The author shows a picture card in the form of a noun, namely "sandal"

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's speech, namely /sendal/

Response: client when mimicking /sendal/ by mentioning /dal/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "sandal". Then the author asks the client to imitate the author's words /sandal/.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring. Client imitates the author's speech /dal/

- 5). The author said /sandal/. The author said again /sandals, let's follow the sandal/

The client's response is that the client does not respond. Then the author corrects the client to name The word level is /sendal/ and the client says /dal/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 6

- 1). The author shows a picture card in the form of a noun, namely "sandal"

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's speech, namely /sendal/

Response: client when mimicking /sendal/ by mentioning /dal/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "sandal". Then the author asks the client to imitate the author's words /sandal/.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . Client imitates the author's speech /dal/

- 5). The author said /sandal/. The author said again /sandals, let's follow the sandal/

The client's response is that the client does not respond. Then the author corrects the client to name The word level is /sandal/ and the client says /dal/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 7

- 1). The author shows a picture card in the form of a noun, namely "sepatu "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /sepatu

Response: client when imitating /shoe/ by mentioning /ortu/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "shoe". Then the author asks the client to imitate the author's remarks /sepatu /.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . The client imitates the words of the author /eatu/

- 5). The author said /sepatu /. The author said again /sepatu , let's follow the sepatu /

The client's response is that the client does not respond. Then the author corrects the client to name The level of the word is /shoe/ and the client says /eatu/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 8

- 1). The author shows a picture card in the form of a noun, namely "sepatu "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /sepatu/

Response: client when imitating /shoe/ by mentioning /ortu/.

- 4). The author gives the client pictures of other variations of the piring as well as the word "shoe". Then the author asks the client to imitate the author's remarks /sepatu /.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . The client imitates the words of the author /eatu/

- 5). The author said /sepatu /. The author said again /sepatu , let's follow the sepatu /

The client's response is that the client does not respond. Then the author corrects the client to name The level of the word is /shoe/ and the client says /eatu/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 9

- 1). The author shows a picture card in the form of a noun, namely "celana "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /celana /

Response: client when imitating /celana / by saying /nana/.

- 4). The author gives the client a picture of another variation of the piring as well as the word "celana ". Then the author asks the client to imitate the author's words /celana /.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . The client imitates the words of the author /enana/

- 5). The author said /celana /. The author said again /celana , let's follow the celana /
The client's response is that the client does not respond. Then the author corrects the client to name The level of the word is /celana / and the client says /enana/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

Session 10

- 1). The author shows a picture card in the form of a noun, namely "celana "

Response: the client looks in the direction of the picture card shown.

- 2). The author asked /what image?/

Response: the client is the client just silent and doesn't say anything

- 3). The author gives an example and asks the client to imitate the author's words, namely /celana /

Response: client when imitating /celana / by saying /nana/.

- 4). The author gives the client a picture of another variation of the piring as well as the word "celana ". Then the author asks the client to imitate the author's words /celana /.

Response: the client observes the similarities between the picture card he is holding and the card which has a picture of another piring . The client imitates the words of the author /enana/

- 5). The author said /celana /. The author said again /celana , let's follow the celana /

The client's response is that the client does not respond. Then the author corrects the client

to name The level of the word is /celana / and the client says /enana/.

- 6). The author gives a reward in the form of a high-fives or applause if the client can name it correctly.

Response: client response to highs

EVALUATION

After being given 10 sessions of therapy, it was followed by a final test/posttest. The results of the comparison of the initial test and the final test are as shown in table 2.

Table 2. Comparison of Initial test and Final test

Test Materials	Initial Test Results	Value	Final Test Results	Value
Piring	No response	0	/eyin/	1/2
Sendok	No response	0	/edok/	1/2
Sandals	No response	0	No response	0
Sepatu	No response	0	No response	0
Celana	No response	0	/dwarf/	½
Sum		0	Sum	1½

Based on the above, it can be said that after being given therapy treatment for 10 sessions, there was an increase in expressive language skills at the word level by using picture cards as many as 5 items according to the stimulus. After 10 times of therapy, the client was declared quite successful, even though there were still sound errors in his speech. There is strong evidence that speech-language therapy is beneficial, especially for children with expressive language disorders. There is research on the ability to name children produce unfamiliar target nouns in short speech, at the end of speech, and with perceptual available references. After being able to name the word level, it will proceed to the level of two words after the given words can be produced naming the word level well, by choosing material that is more familiar to the child. (6) (9)

CONCLUSION

There is an increase in expressive language skills, namely naming familiar and everyday levels of nouns. One word is not a sentence. (10) Research shows that mothers also talk more about familiar nouns and verbs more often, more consistently usefamiliar and unfamiliar objects and verbs. (9)

SUGGESTION

Further research is still needed to find out expressive language skills by naming word levels.

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